

File name: REH1-006.pdf

CCLAS session: 15-Daisy-04_06_27

- All records have been sorted by segment time (i.e., chronologically)
- Alice and I watched several-minute chunks of the video recording 15-Daisy-04_06_27 and then we went back through to discuss individual records.
- Time stamps in the notes below mark times in the audio recording REH1-005.wav
- Morpheme breaks are occasionally indicated by equals signs in the <Cree orthography>

Record 748 (formerly 747)

- This begins an interesting exchange where a younger child interrupts the session between Daisy and the adult. The younger child is agitated and trying to get attention, and Daisy and the adult contend with her interruption. One informative aspect of this exchange is the use of Set Two DEMs instead of Set One, especially in the context of handing something to somebody and asserting 'here' or basically 'this is for you'.
- In this record the adult utterance to the younger child is <nimiyâu an chîyi> 'That is not yours'
- The younger child has just said <nîyi û> 'This is mine' (09:08) while she tries to grab a pen or crayon out of Daisy's hand.
- There are some interesting implications for the word order in equational constructions. Typically, the Set One DEM follows the possessor noun/pronoun. But here it precedes it. Perhaps something about having an additional element (e.g., <nimiyâu>, <âukw>) in the construction affects the word order? In fact, in this situation it seems ungrammatical to place the DEM after the possessor. To illustrate:
- <âukw an chîyi> 'That is yours' (02:11)
- <chîyi an> 'That is yours' (04:53). Alice seemed to prefer translating this as 'It's yours'. But she says this is more or less equivalent to <âukw an chîyi> (05:45)
- *<âukw chîyi an> *'That is yours' (04:20)
- <nimiyâu an chîyi> = 'that is not yours'
- *<nimiyâu chîyi an> = *'that is not yours' ... "we don't really say that" (06:39).
- *<an chîyi nimiyâu> = *'that is not yours' (07:43)
- According to *eastcree.org*, <âukw> is a focus pronoun/particle. There's not much description there yet, but it looks like this focus element must precedes whatever word it is modifying. <âukw> seems to be a bit abstract in meaning, as Alice did not have an easy way to define its meaning (03:57)

Record 749 (formerly 748):

- The adult's utterance is <wîyi aniyâyiu> = 'that is hers'
- This is a good example of a canonical equational construction, where the Set One DEM follows the possessor element. This is also a good example of obviation in child-directed speech: The DEM signifying the possessee is obviation because the possessor is third-person.
- *<aniyâyiu wîyi> (10:46). As expected, you cannot place the possessee before the possessor.

- <âukw an> = ‘that’s her/him’ (10:56). Here the Set One DEM follows the pronoun/particle.
- <wîyi> ‘hers’ (10:40)
- <mân anitih> ‘that one there’ (as a response, for example to ‘Where’s Daisy?’) (11:41)

Record 750 (formerly 749)

- Daisy’s utterance is <mîshkuch kutikh niki âpichihîmâyih kutikh> [amɪʃgʊʃ əgudɪkʰ əngabəʃʃəjo gadɪkʰ] ‘I will use the other one instead’
- The adult target is [mɪʃgʊdʒ gʊtɪkʰ nəgabətʃimajo gʊtɪkʰ] (15:28)
- Here Daisy is responding to the younger child’s taking of her crayon by opting to use a different one. The second <kutikh> is just a repetition (14:50)
- Interesting use of obviation by Daisy. She is clearly using obviate morphology on the verb (otherwise it would be <niki âpichihâu>, 14:32), and I hear clear aspiration on the second <kutikh>. Alice hears it too (15:20). The younger child has taken a crayon from her, and so perhaps she is obviating the alternative pronoun <kutik> in order to stress the “otherness” of the other crayon that she’s choosing to use?

Record 751 (formerly 750)

- The adult’s utterance is <wâpim mâ wî û âsinâkusit> ‘Look at how this one looks’
- The adult is offering up another pen, for the girls to consider using.
- This construction has a couple of particles, and the particle <mâ> is modifying the verb <wâpim>, not the DEM <û>: <wâpim> ‘Look at it’ (18:35) vs. <wâpim mâ> ‘LOOK at it’ (18:13). <mâ> is not in the dictionary on eastcree.org
- ?*<wâpim û âsinâkusit> ‘Look at how this one looks’. Alice without the seems weird to say that way, without the particle <mâ> (17:24). But there is flexibility in omitting either the particle <wî> or the DEM <û>
- <wâpim mâ û âsinâkusit> ‘Look at how this one looks’ (17:43). This one is OK without the <wî>
- <wâpim mâ wî âsinâkusit> ‘Look how it looks’ (18:49). This one is OK without the DEM, and it loses the ‘this one’ meaning.

Record 752 (formerly 751)

- Daisy says <pâshiu> [bəʃo] ‘bring it’ (kind of like ‘give it to me’) , as she reaches toward the adult’s pen
- Adult-like pronunciation: [ˈpæʃo] (20:45)

Record 753 (formerly 752)

- Daisy’s utterance is <(name) mâu chîyih> [(name) mə dʒɪʰ] ‘(name), here’s yours’
- Daisy is pronouncing a final [h] on <chîyih> (22:54, 23:22)—she’s using kind of a question marker, but that’s not the fully adult way to use a construction like <mâu chîyi>. Instead, you’d have a falling intonation. Probably, Daisy’s using a rising intonation as part of the placating of the younger child.

Record 757 (formerly 756)

- Daisy's utterance is <mikw nitishpâchimiyyikw> [wag inɪʃwɔdʒwik] 'she gives it back to me'
- Adult target: [mɔk ɛŋʃəbædʒəmɪkʷ] (28:14)

Record 758 (formerly 757):

- Daisy's utterance is <miyi mâ châkwâyiu misinihîkiniyu> [mi mæ dzgajənθ mihigɪnjo] 'Give her something, a book'
- Adult target: [mi mæ dzagwajo mɪsənhigɪnʲjo] (29:52)
- This is a cool example. Daisy is directing an imperative toward the adult, because she's getting annoyed with the younger child and is telling the adult to provide a distraction. This is a good use of obviation as well: She provides the correct 2>3 ending on the imperative verb, and then she inflects 'something' and 'book' both with agreeing obviative markers because the younger child 'her' is the proximate argument indexed by the verb.